DOCUMENT RESUME

ED 346 400 CG 024 309

AUTHOR McLaughlin, Miriam Smith; Hazouri, Sandra Peyser
TITLE TLC Tutoring Leading Cooperating: Training Activities for Elementary School Students.
REPORT NO ISBN-0-932796-48-6
PUB DATE 92
NOTE 130p.
AVAILABLE FROM Educational Media Corporation, P.O. Box 21311, Minneapolis, MN 55421 ($8.95).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Cooperation; Elementary Education; *Elementary School Students; Helping Relationship; Interpersonal Competence; *Leadership; Peer Relationship; *Skill Development; *Tutoring

ABSTRACT

This book contains a set of activities designed to help elementary school students learn the skills of tutoring, leading, and cooperating. The training activities presented in this book are intended to help students with their interpersonal relationships, as well as prepare them for a variety of helping roles. An introductory section defines the concepts of tutoring, leadership, and cooperation for students and explains to them how to begin creating a friendship album (a record of the student's work as a peer friend) and to keep track of their reactions to all of the learning experiences in the program. Activities are organized under the headings of Knowing Ourselves, Communication, Feelings, Working with Others, Tutoring, and Service to Others. Each individual activity provides information on the purpose of the activity, materials needs, procedures to follow, and instructions for what to add to the friendship album. Some activities also contain notes for leaders (adult teachers or counselors). A closing section describes how to end the peer class, and this is followed by additional information for leaders. (NB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

TLC

Tutoring • Leading • Cooperating:

Training Activities for Elementary School Students

ED346400

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN **OTHER THAN PAPER COPY** HAS BEEN GRANTED BY

Don Sorenson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CG024309

BEST COPY AVAILABLE

TLC

Tutoring
Leading
Cooperating:

Training Activities for

Elementary School Students

by

Miriam Smith McLaughlin

and

Sandra Peyser Hazouri

Copyright 1992
Educational Media Corporation®

Library of Congress Catalog Card No. 92-081827

ISBN 0-932796-48-6

Printing (Last Digit)

10 9 8 7 6 5 4 3 2 1

All rights reserved. No part of this book may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without expressed written permission from the publisher. Manufactured in the United States of America.

Publisher—

Educational Media Corporation®
P.O. Box 2131
Minneapolis, MN 55421-0311
(612) 781-0088

Production editor—

Don L. Sorenson

Graphic design—

Earl Sorenson

Artwork—

Mark A. Sorenson

Table of Contents

I. Introduction 5
II. Knowing Ourselves 13
III. Communication 27
IV. Feelings 45
V. Working with Others 57
VI. Tutoring 73
VII. Service to Others 97
VIII. Closing 119
To the Leaders 125
Bibliography 128

Dedication

This book is dedicated to Charles McLaughlin and to Jay Blair for their caring, support, and technical assistance.

About the Authors

Miriam Smith McLaughlin is the prevention training consultant for the State Department of Public Instruction in Raleigh, North Carolina. She is a state and national trainer for peer programming and a member of the Board of the North Carolina Peer Helper Association. Mrs. McLaughlin is the author of numerous educational articles, co-author of the nationally acclaimed parent training manual, *D.A.R.E. to Parent*, and co-author of *Peer Listening in the Middle School*. Mrs. McLaughlin is a native of Massachusetts. She currently resides in Raleigh, North Carolina.

Sandra Peyser Hazouri is a school counseling consultant for the State Department of Public Instruction in Raleigh, North Carolina. She has served as an elementary teacher, counselor, and peer program supervisor. She has contributed to the field of peer work by doing state and national training workshops and by serving as the President of the North Carolina Peer Helper Association. Ms. Hazouri is the co-author of *Peer Listening in the Middle School*. She is a native of Miami, Florida and resides in Raleigh, North Carolina with her children.

I
Introduction

Welcome, elementary students. Are you ready for lots of fun and hard work? This is a class that will help you to become a peer friend in your school. In this class you will learn about tutoring, leading, and cooperating—three essential ingredients for becoming an effective peer friend.

Let's look at each of these areas briefly.

TLC: Tutoring, Leading, Cooperating

When you are working with someone to help that person know something better, you are tutoring. When you help someone practice a skill, you are tutoring.

- *A tutor is a person who gives special help with learning. Usually, a tutor gives that help to one person for a certain amount of time.*
- *A tutor is a good listener who understands the feelings of others.*
- *A tutor knows how to give clear directions and feedback.*

Leading

Leaders work with more than one person and give support to these people more than actual help. When you think of a leader, you may think of a line leader or someone who leads a song. Leaders, like tutors, also are good listeners who know how to work with others. Leaders have confidence in their own abilities. They know how to help others make decisions and meet their goals. Leaders also are needed in groups, on teams, in games, and even in school.

Cooperating

Sometimes you may be a leader and other times you may be a player or group member. Learning how to cooperate and to work with others are among the most important skills you will need to learn. As a peer friend, you also will need to learn how to encourage others to cooperate with you.

These skills will help you with your own friendships and in getting along in your family. Are you ready to begin learning these new skills?

Good! Let's begin by taking the Peer Friends Pledge.

Peer Friends Pledge

I pledge to use the skills
I learn in peer class in
positive ways... to lead,
to serve and to be a friend to others.

The book contains many training activities which can be used to learn the skills for becoming a peer friend. Following most of the activities, you will be asked to write or do something in your "Friendship Album." The friendship album is introduced in the first activity.

1

Your Friendship Album

Purpose:

To keep a record of your work as a peer friend.

Materials:

Construction paper or colored folders, magazines, yarn or string, felt tip pens, crayons.

Procedure:

1. Using construction paper or a colored folder, design a cover for your friendship album. You may want to draw pictures or cut them out of magazines. The cover should tell things about you in words and pictures. Your name should be somewhere on the cover.
2. Add a back to your album. Fill your album with blank notebook paper. (You will want to write and paste pictures on this paper later on.) Make holes in the front and back cover to match the notebook paper holes. Run yarn through the holes and tie it off.
3. Share your cover with your class. Explain why you chose certain pictures and words to decorate your cover.
4. Applaud each person's friendship album cover.
5. Use your friendship album to keep all the work you do as a peer friend.

To the Leader:

This album will be a method of reflection and evaluation for each student. You may want to assign work to be put in the album in addition to that which is suggested. There are no formal tests in this book. However, you have the option to add them.

2

Keeping Order

Purpose:

To understand the need for rules.

Materials:

Newsprint and felt tip pens.

Procedure:

1. With your small group, choose one "What if" from the following list. Each group should choose a different "What if."
   a. What if there were no stop lights?
   b. What if everyone could talk at once?
   c. What if there was no such thing as school?
   d. What if money really did grow on trees?
   e. What if people only worked when they felt like it?
   f. What if there was no bedtime for kids?
2. In your group, make a list of things that would happen if your "What if" was true.
3. With your group, share your "What if" with the class.
4. With the class, talk about the following questions:
   a. Why are rules and laws important?
   b. What are some fair consequences if rules are broken?

Friendship Album

Draw a picture of the "What if" you chose and a picture of the opposite. For example, if you chose "a," you would draw no stop lights in picture one and stop lights in picture two. Be sure to show in your picture what happens when there are no stoplights and what happens when there are.

3

Make a Cool Rule

Purpose:

To identify rules for the peer class.

Materials:

Newsprint, stick-on dots or stars.

Procedure:

1. With your class, think of all the rules that you feel are important for your peer class to work well together. Examples:
   a. It may be important not to put down or make fun of others.
   b. It may be important for peers to raise their hands before speaking.
2. Ask for a volunteer or leader to list all of the ideas on newsprint and put them up in the room.
3. Each person in the class has a chance to make a dot or to stick a star next to 5 to 10 rules that are the most important. (The class should decide on number of dots or stars for each person.)
4. With your leader, count the dots or stars next to each rule. The 10 with the most dots or stars next to them will become your peer class rules.
5. Ask for volunteers to put the ten rules on poster paper. These rules will be posted for every class meeting.

6. As a class, talk about the following questions:
   a. Why do we need rules in our peer class?
   b. Why is it important for everyone to help decide on the rules?

Friendship Album:

Make a list of the rules for your album.

To the Leader:

You may want to add some rules that are already school or group policy. You may also want to discuss consequences.

II
Knowing Ourselves

How are people alike? All people grow and change as they grow. All people are born with special skills and qualities that they discover as they grow. That's also one important part of what makes people different. Each person's special combination of skills and qualities are his or hers alone. Some of them are easy to see and others are tucked inside. For example, Emery may know he's a good team player because his coach and teammates tell him so. But only Emery knows that he is very kind and patient with small children, especially his baby brother. You will want to discover those special skills and qualities inside yourself that will help you in your work as a peer friend.

4

For the Birds

Purpose:

To experience how learning new skills helps a person grow up and be ready to help others.

Materials:

Soft light background music (optional).

Procedure:

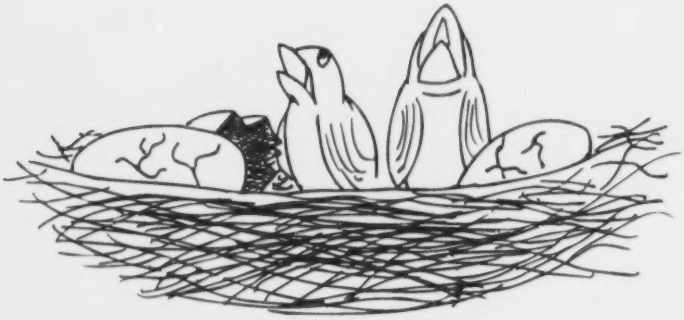
1. Get comfortable in your chair or find a spot on the floor.
2. With your class, imagine yourself as a baby bird inside an egg. You can do this by pulling your knees up under your chin and wrapping your arms around your legs. Rest your head on your knees.
3. While listening to a reader who will read the paragraph on the following page, begin to peck on the egg and crack it open.
4. Following the reader, do all the movements until you have flown around the room once.
5. Return to your seat and, with your class, talk about how a baby bird is like a peer friend.
   a. What skills did the baby bird have to learn before she could fly?
   b. What skills do we need to learn before we know how to be a peer friend?

Friendship Album:

Draw a picture of a bird hatching from an egg. Write a non-fiction paragraph, a fiction story, or a poem about being a peer friend. 16

Reading Selection

One day in the forest, about _____ (number of students in the class) baby birds were getting ready to hatch. First they had to peck big holes in their eggs. As the holes got bigger, the birds began to stretch and wiggle. Finally, the eggs broke apart. As they began to get stronger and their wings began to fill out, the baby birds stretched even more. Then one day they were able to stand up at the edge of their nest. They all wanted to fly, but first they had to practice. They stood on the edge of their nests and flapped their wings and shook their tail feathers. Finally they were able to open their wings and, being careful not to bump each other, and chirping encouragement, they began to fly.



5

Gone Fishin'

Purpose:

To be able to identify some things that are special about you.

Materials:

Bowl or box, small slips of paper (3 per student).

Procedure:

1. With your class, form a circle with your chairs. Place a bowl in the middle of the circle.
2. Write three positive things about yourself on three separate pieces of paper. Fold them and put the pieces of paper in the bowl. For example, on one piece of paper, you might write, "I have a nice smile." On another, "I am good at soccer." And, on another piece of paper, "I am kind to other people."
3. After everyone has put their three slips of paper in the bowl, stir or shake the bowl to mix them up.
4. Taking turns around the circle, go to the bowl and fish for three slips of paper.
5. Read the slips aloud one at a time. Then, hand them to the students you think they best describe. For example, the first slip of paper might say, "Fun to play with." You might say to the group, "I think this describes Ann," and hand Ann that slip of paper. You may keep a slip if you think it describes you.

6. After you have handed out all three slips, return to your seat. The next person in the circle does the same thing until everyone in the circle has had a turn at the fish bowl.
7. Important! Every person in the circle will receive three slips. Once three slips of paper have been given to you, push your chair out of the circle. You may still have your turn to draw, but you may not be given any more slips.
8. With your class, discuss the following:
   a. Do you believe the slips of paper you received describe you?
   b. Do your classmates see you differently than you see yourself?
   c. How did it feel when a classmate chose you to receive one of the slips?

Friendship Album:

1. Make two columns on a piece of paper. At the top of one column, write "HOW I SEE MYSELF." In that column, write the three things you wrote on the slips of paper at the beginning of the activity. At the top of the second column, write "HOW MY CLASSMATES SEE ME." In that column, paste the three slips of paper that you were given during this activity. Put this paper in your friendship album.

6

Let Me See

Purpose:

To identify your own characteristics that will help you be a peer friend.

Materials:

None.

Procedure:

1. From the following list, choose 3 to 5 characteristics that describe you.

   Honest
   Makes other people feel special
   Caring
   Understanding
   Good listener
   Makes time for other people
   Kind
   Keeps secrets
   Encouraging
   Happy when good things happen to others
   Fun to be with
   Keeps word
   Patient
   Likes to learn new things
   Stands by friends in bad times

2. Write a paragraph about your characteristics, explaining how you know you have them. For example, you might write that you know you are patient because you sit with your grandmother patiently while she tells you stories about the "good old days." You might like to illustrate your paragraph.
3. Volunteers can share their paragraphs with the class.
4. As a class, discuss the following questions:
   a. Were you surprised by how many characteristics described you?
   b. Was this activity hard for you? Why or why not?

Friendship Album

Put your paragraph in your friendship album. At the bottom of the paper, write two reasons you want to be a peer friend.

Bragging or sharing?

What is the difference between bragging and sharing information about yourself? When you try to make yourself look good by putting other people down, that is bragging. Bragging tells others you think you are better than they are. When you talk about yourself and tell what you do well, you are sharing. It is important to share the good things about yourself with others. For example, if you are proud of the way you skate you could say to others, "I am a good skater." If you were bragging about the way you skate, you would say, "I am a better skater than you," or "I am the best skater in the class."

22

7

Let's Play Charades

Purpose:

To share something you do well with others.

Materials:

None.

Procedure:

1. Think of something you do well. Do not tell anyone else what you are thinking. Examples of things you might be good at are: cooking, riding a bike, writing or reading, running , sewing, or singing. Also, your family may have told you something you do well.
2. Choose one activity and think of a way to act it out.
3. Act out what you do well in front of the class without talking. Every class member should have a turn.
4. Ask the rest of the class to guess what you are acting out.
5. At the end of the activity, clap for each other.
6. With your class, talk about the following questions:
   a. Why is it important to know what you do well?
   b. How does it feel to tell someone else what you do well?

Friendship Album:

In your friendship album, write two sentences about what you acted out.

Your family heritage

John has a family of two
Himself and his dear old Aunt Sue
Angela's family is Daddy and Mom
A sister named Kim and a brother called Tom.
Miguel has a family he numbers at ten
Because each of his parents got married again.
He now has four parents and step sisters three
One more half brother and a baby named Lee.
Andy has a family of seven we're told
With some very young people and some very old.
There's an uncle and cousin, a grandma and mother
A dear baby sister and much older brother.
There are some families big and some families small
Some families related and some not at all.
But there's one special thing that these families share
FAMILIES are made up of PEOPLE WHO CARE.

8

The Beginning of the Story

Purpose:

To understand more about yourself by talking with your family.

Materials:

Interview form.

Procedure:

1. Take your book or a copy of the Family Interview Form home.
2. Talk with your family members, using the questions on the form.
3. Fill out the form and bring it to the next peer class.
4. Share your completed form with your small group. Talk about the following questions:
   a. What are some things you like about being in your family?
   b. By talking with your family members, what is something you found out that you didn't know before?

5. With your class, answer the following questions:
   a. How many in your class are the oldest children in their families? The youngest? An only child?
   b. What was happening in the world when you were born?
   c. How many in your class were born in a state different from where they live now? In a different city? A different country?

Friendship Album:

Put a copy of the Family Interview Form in your album.

Family Interview Form

1. Which child am I in this family? (oldest, youngest, _____)
2. Where was I born? _____
3. What was happening in the world when I was born? _____
4. Who came to see me when I was born? (Or, who came to see me when I arrived here?) _____ _____
5. Who do I look like in the family? (Or, who do I remind you of in the family?) _____
6. What were my first words? (Or, what is the first thing we talked about when I came to live here?) _____ _____
7. What are two things you (my family members) think are special about me? _____

9

Family Events

Purpose:

To identify different kinds of families.

Materials:

Large piece of bulletin board paper, magazines, scissors, glue.

Procedure:

1. Find pictures in magazines that remind you of events in your family. For example, you might find a picture of people eating together in the yard that reminds you of your family picnics. Cut out these pictures.
2. With your class, take turns showing the pictures to others while telling about them.
3. After you have talked about your pictures glue them on the large piece of bulletin board paper, making a class collage.
4. With the class, talk about the following questions:
   a. In what ways are the families on the collage alike?
   b. How are they different?
   c. What are some activities that families do together?

Friendship Album:

Cut apart the collage and put your picture in your album. Write a short paragraph describing the activity you chose.

III
Communication

Listening well is a skill that takes practice. We can all hear sounds through our ears. When you pay attention to those sounds, you are listening. One of the sounds you listen to most often is that of other people—parents, friends, and teachers. The more attention you give to someone talking, the better you are listening.

There is an important difference between hearing and listening. You can hear using only your ears. In order to listen, you must use your eyes and your mind. The words a person says don't mean much if you cannot understand the feelings behind them. In order to understand those feelings, you must see the person's expression and the way that person is acting. For example, the words, "I came in second" have little meaning without an understanding of the feelings that go with them. If the speaker is smiling and excited, you can see that person believes a second place finish is good. If the speaker's head is hanging or looks sad, you can tell that person is disappointed. If you look the speaker in the eyes while listening, you will better understand what that person is feeling.

10

Sammy Sweet

Purpose:

To experience the difference between hearing and listening.

Materials:

Poem, paper and crayons or markers.

Procedure:

1. A volunteer should read the poem, "Sammy Sweet," from the following page.
2. Listen to the poem carefully.
3. Draw your own picture of Sammy Sweet as he is described in the poem.
4. With your class, post your pictures on the wall and discuss the following questions:
   a. Was it easy or hard for you to draw a picture of Sammy? Why?
   b. What did you have to do to be able to draw this picture?
   c. Why are there some differences in the pictures that class members drew of Sammy?

Friendship Album:

At the end of this activity, put your picture of Sammy Sweet in your album.

Read this poem slowly:

Sammy Sweet

Have you ever seen old Sammy Sweet
Whose ears are bigger than his feet?
He is very tall and very thin
With a purple bump upon his chin.
He has black hair that sticks straight out
And enormous hands that he waves about.
When Sammy walks around the town
He's always dressed all in brown.
With a yellow tie and one red shoe
The other shoe is always blue.
It's not hard to find this fella
Just watch for his big green umbrella.

Listening

How can you show someone you are listening?

- *Look at the person who is talking.*
- *Lean toward the person who is talking.*
- *Pay attention. Save any moving around for later.*
- *Listen without interrupting.*
- *Ask a question or make a statement that shows that you understand what the person said.*

What do you call this kind of listening? ***Active Listening.***

11

Silly Stories

Purpose:

To practice active listening skills.

Materials:

The silly stories that follow.

Procedure:

1. With your class, divide into teams of three. Each person on your team will take turns being:
   a. The *Story Teller* chooses a silly story and tells it to the Active Listener.
   b. The *Active Listener* uses good listening skills to listen to the story teller.
   c. The *Observer* watches the active listener to see what skills are being used.
2. The first story teller on your team chooses a silly story and tells it to the active listener on your team.
3. The active listener uses the following skills to listen to the story.
   - Look at the person who is talking.
   - Lean toward the person who is talking.
   - Pay attention. Save any moving around for later.
   - Listen without interrupting.
   - Ask a question or make a statement that shows that you understood what the person said.
4. The observer uses the checklist on the next page to check what active listening skills the listener used.

Observation Checklist

Put a check if you observe this behavior.

- ❑ Looked at the person who was talking.
- ❑ Leaned toward the person who was talking.
- ❑ Paid attention to the speaker.
- ❑ Listened without interrupting.
- ❑ Asked a question or made a statement that showed understanding of what the person said.

5. After the first storyteller has finished, the team should change parts so that each person has a new part.
6. Everyone on the team should have one turn as storyteller, one turn as active listener, and one turn as observer.
7. At the end of this activity, discuss the following questions:
   a. Why is it important to be a good listener, even if you think the topic is silly?
   b. How did you feel when you were the story teller and someone was listening to you?

Friendship Album:

Make a copy of the active listening skills for your album. Write the answers to the two discussion questions in your album.

To the Leader:

Good listening skills are a critical element in tutoring. You will want to use this activity several times over the course of the training.

Silly Stories

1. You would not believe what happened to me yesterday. I climbed a big tree and wasn't sure I could get down. It was really too high to jump, but I decided I had to jump or stay up there forever. So I counted to three, let go of the branch, and started to FLY! I mean I swooped out of that tree, zoomed around my house, and flew right down the street. The little kid next door saw me and got scared and started to cry. I wasn't sure I could have stopped if I wanted to. I finally landed in a park near my house. It was fun. I'm going to try it again tomorrow.

2. Let me tell you what happened to me. Last night I went to the circus. Well, one of the clowns was sick and they asked me to take his place. They took me into the clown tent and gave me some big shoes and a polka-dot suit to wear. Then they painted my face and put an orange wig over my hair. I couldn't tell it was me! When the circus started, I rode an elephant into the Big Top. All these kids were clapping and waving to me. During the show, I got stuffed into a tiny car with a bunch of other clowns, and got shot out of a cannon. I even pushed a poodle around in a baby carriage. What a great time I had! I am going to join the circus when I grow up.

3. Let me tell you what happened to me. Yesterday, on the way home from school, I noticed this old dog following me. "Go home," I said to the dog. Then I heard a voice say, "I don't have a home." I looked around. There was no one in sight. The dog was standing there looking at me with big sad eyes. "What are you looking at me for?" I said to him. The dog looked me straight in the eye and said, "I'm hungry. How about taking me home with you?" "You talked, I can't believe you talked," I said to the dog. "Are you going to take me home or not?" the dog asked. Well, I took him home because I couldn't wait to show my mother. But, the old dog never said another word. He just ate the food I gave him and went on his way.

4. Let me tell you what happened to me. Yesterday, I was walking home and saw something shiny on the sidewalk. I picked it up. It was round and flat like a penny, but it was not a penny. I rubbed it, trying to tell what it was. I wish it was money, I said to myself. Just then the thing started to wiggle and poof—it turned into a dollar! I couldn't believe it. I made a wish and it came true! Then I said to myself, I wish I had a new basketball instead of this dollar. And poof the dollar disappeared and I was holding a basketball—a brand new one! Well, I ran all the way home and went into the kitchen for some cookies. There were no cookies and I was so hungry. I wished I had a giant piece of chocolate cake. Poof, the basketball disappeared and I ate the biggest piece of chocolate cake I've ever seen. And that was the end of the wishes. 36

5. A monster came to our house last night and started eating my socks. I was hiding under the bed so he didn't know I was there. He was really ugly. He had skin like a frog with big blue bumps all over him and bright orange hair! Anyway, my mom came into the room with a basket of laundry and screamed so loud that she even scared the monster. It ran into the kitchen and climbed on top of the refrigerator. It wouldn't come down.... Mom and I got all the socks in the house and made a trail from the refrigerator right out the back door. The monster must have been hungry because he climbed down and gobbled up the trail of socks. As soon as he was out the door, we locked it. What a night!

12

Sing Song

Purpose:

To practice listening skills.

Materials:

None.

Procedure:

1. Write the song titles below on separate slips of paper. There should be as many slips of paper as there are people in your class. You will have to use a song title many times so that there are enough slips for everyone in the class.
   - *Row Row Row Your Boat*
   - *Happy Birthday To You*
   - *Old McDonald Had a Farm*
   - *Twinkle Twinkle Little Star*
   - *Mary Had a Little Lamb*
2. Put all the slips of paper in a bowl or a box and have each person draw a song title. Do not let anyone see yours.
3. After everyone has drawn a title, begin humming your song.
4. Find a partner who is humming the same song.
5. With your partner, take turns telling about something fun that happened to you. Talk for two minutes.

6. Ask your listening partner these questions:
   a. What did I say?
   b. How do you think I felt?
   c. What did you like best about my story?
7. After everyone has had a turn talking and listening, talk about the following questions with your class:
   a. What did you have to do to find a partner?
   b. What did you have to do when you were listening to your partner tell a story?

Friendship Album:

Write two sentences about how it feels when someone listens to you.

Responding

One other difference between hearing and listening is responding. Hearing is just letting sounds come in through your ears. When you listen and begin to understand the feelings of the speaker, you will want to let the speaker know you understand by responding. When you respond, you are telling the speaker you understand what was said. Responding is also a way of showing the speaker that you are interested in what he has told you. There are many ways to respond. Looking at the speaker and nodding is sometimes all you need to do to let that person know you are paying attention.

Other times, asking questions about what someone is saying is better. An important thing to remember about responding is that good listeners respond to what the speaker is saying. Good listeners do not interrupt, change the subject, or talk about themselves until the speaker is finished. Being a good listener is one important way you can be a good friend.

When you begin to work with others as a leader or tutor, you will need to use a special kind of responding called feedback. Feedback is used to tell a person who is learning something how he or she is doing. Can you think of feedback your teacher or coach has given to you?

13

How Am I Doing?

Purpose:

To practice giving feedback to a person who is learning something new.

Materials:

Blindfolds.

Procedure:

1. Find a partner and decide who will be the tutor and who will be the learner.
2. Blindfold the learner and give that person a piece of paper and a pencil.
3. The tutor sits beside the learner and gives instructions on drawing an object from the list below. The tutor does not tell the learner what the object is, but helps the learner with the drawing as much as possible. For example, if you are the tutor, you might choose a flower from the object list. You could begin by saying to the learner, "Draw a small circle in the middle of your paper."

   - House
   - Car
   - Tree
   - Boat
   - Television
   - Bicycle
   - Cat
   - Pumpkin
   - Table
   - Bird

4. Each time you give your learner an instruction, tell how he or she did and suggest ways to improve. This is feedback. Be sure to use lots of encouraging and praising words. For example, if the ends of the circle

the learner drew did not meet, you might say. "You were close, but the ends of the circle did not meet." You can then help the learner to finish the circle before going on to the next step.

5. One important way tutors can help learners is by placing the learner's hands back on the drawing after each instruction. Remember, the learners are blindfolded and cannot find their place by themselves.
6. Another way the tutors can help the learners is by holding the learner's finger and tracing the picture they are drawing. This may help them "see" the picture in their mind.
7. After learners have completed a picture, remove their blindfold. Name the objects they drew and praise them for their efforts.
8. Partners change roles and the tutor becomes the learner. Be sure to use a different object from the object list.
9. At the end of this activity, talk about the following questions with your class:
   a. When you were the tutor what kind of feelings did you have when the learner made a mistake? Would it have been helpful for you to do the work for the learner? Why or why not?
   b. Why is feedback important to the learning process?

Friendship Album:

Put your drawing in your album. Write two to three sentences about how it felt to follow directions while blindfolded.

14

Turn Left!, No, Right!

Purpose:

To practice giving directions.

Materials:

None.

Procedure:

1. With your small group, write down the directions you would give someone to go from your classroom to the lunchroom or bus stop. Be sure to include when to turn left or right and any landmarks along the way. A landmark is something others would see that would tell them that they are going in the right direction. For example, if your directions say, "You will see a water fountain on your left," the water fountain is a landmark.
2. Read your group's directions to the class.
3. Ask for feedback from your class. The class can tell your group ways the directions are clear and ways they could be improved. For example, the class might suggest that you include another landmark.
4. Again, with your small group, write directions to the media center or the principal's office from your classroom and read your group's directions to the class.

5. As a class talk, about the following questions:
   a. Were your directions better the second time? If so, why were they better?
   b. What is important when giving directions?

Optional Activity:

Write directions to another location in the school. Give them to a small group and see if the group can find the way to the location.

Friendship Album:

Include a set of directions in your album.

To the Leader:

Giving directions is a skill that needs to be practiced. We suggest that you use variations of this activity numerous times throughout the training.

15

What's Cooking?

Purpose:

To practice being able to give clear step by step directions.

Materials:

None.

Procedure:

1. Write the recipe for your favorite sandwich. Be sure to include all the steps necessary to make the sandwich. For example, if your sandwich has tomato on it, one step would be to slice the tomato.
2. Ask for volunteers to share their recipes with the class.
3. With the class, discuss the following questions:
   a. What happens if one step is left out of the sandwich recipe?
   b. Why do we have recipes?
4. Exchange recipes with someone in your class. Draw a picture of the sandwich from the directions in the recipe. Make sure you include all of the ingredients.

Alternate Activity:

Make silly sandwiches from recipes made up of unusual ingredients.

Note to the Leader:

If time and space permit, the students can bring sandwich makings for a demonstration in class. You could cut the finished sandwiches in bite-size pieces for the class to sample.

IV
Feelings

Everyone has feelings. In order to get along with others, it is important to recognize the feelings of others.

Recognizing the feelings of others

There are many ways you can recognize what others are feeling. Sometimes a person will tell you what he or she is feeling. Other times it is the sound of a voice, the look on a face, or the way a person is acting that tells you. For example, a person might say, "I'm mad," might look angry, or might be shouting or shaking a fist. Any of these signs will tell you that the person is mad.

Understanding the feelings of others

There is no right or wrong way to feel. People have the right to feel the way they want to feel. It is important to understand others feelings without judging them. For example, you might be happy that a certain team won the game. Your friend might be sad because the team he or she likes has lost. Your friend's feelings are not wrong and neither are yours.

Sharing your feelings with others

As you begin to make new friends, it is important to be able to share some of your own feelings. Sharing feelings is one way people begin to trust each other. For example, your friend might say, "I am so mad at my mom." You might reply, "I've been mad at my mom too." Your friend will feel encouraged to keep sharing because you shared too.

16

Garden of Feelings

Purpose:

Recognizing feelings.

Materials:

Copy of Garden of Crossword Flowers, pencil.

Procedure:

1. Answer the riddles that follow with words from this feelings list.
   - Jealous
   - Wonderful
   - Confused
   - Embarrassed
   - Angry
   - Funny
   - Sad
   - Moody
   - Discouraged
   - Scared
2. Fill in your Garden of Crossword Flowers with the answers to the riddles.
3. With a partner, talk about one of the situations described in a riddle. You may want to talk about a time when something like that happened to you.
4. With your class, discuss the following questions:

a. How will recognizing feelings help you to be a good peer friend?

b. How will recognizing feelings help you be a good peer tutor?

c. What happens when your friend doesn't recognize what you are feeling?

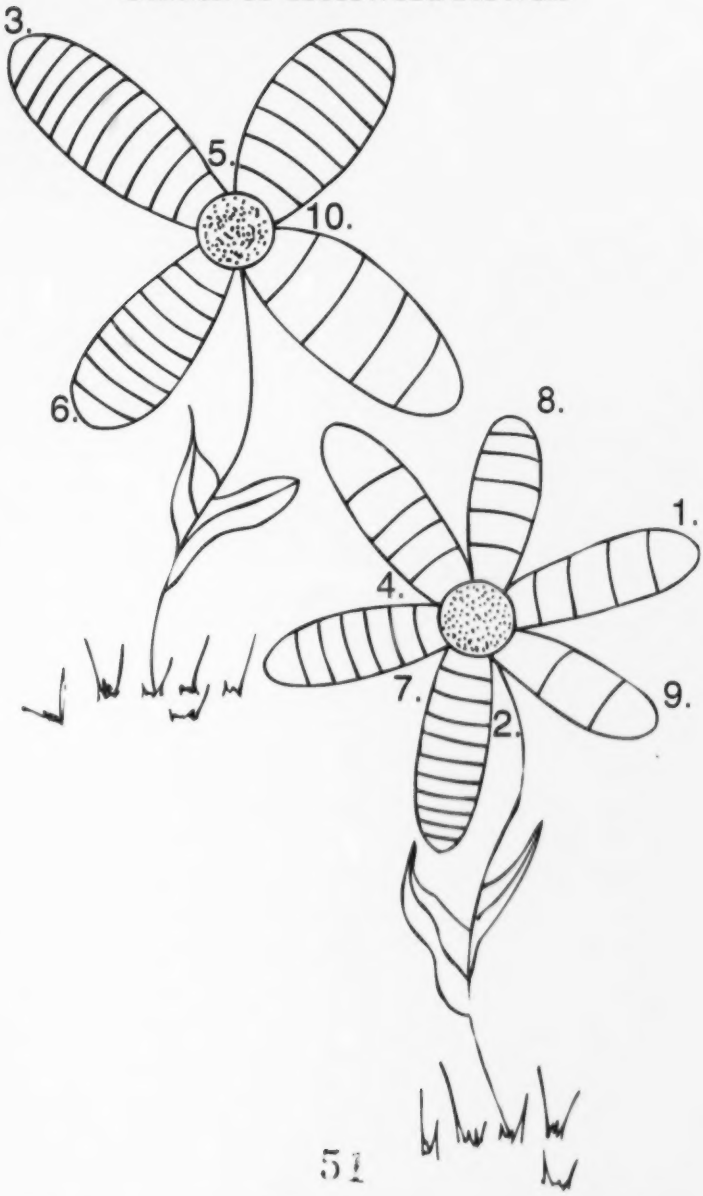
Friendship Album:

Put your Garden of Crossword Flowers in your album.

Riddles

1. When someone tells a joke and everyone laughs, it is _____.
2. When you try to ride a bike and keep falling off you become _____.
3. When you make a mistake in front of the whole class and everyone laughs, you are _____.
4. When your friend goes off to play with another person and doesn't include you, you become ____.
5. When you come to an unfamiliar street when walking to your friend's house, you may feel _____.
6. After you studied for an hour for the spelling test and received a 95, you feel _____.
7. When you seem to be happy one day and sad the next, you are feeling _____.
8. Shadows on the bedroom wall at night make you feel _____.
9. Your brother got a bigger piece of cake than you so you may feel _____.
10. If someone hurts your feelings, that can make you _____.

Garden of Crossword Flowers



17

Find the Feelings

Purpose:

To understand how people can feel differently about the same event.

Materials:

None.

Procedure:

1. Read each sentence on the next page. Find the word in the feelings list that follows that *you think* fits the sentence. Write it in the blank space. There are no right or wrong answers.
2. With your class, share the feeling words you chose for each sentence.
3. On a board or newsprint, list the different feelings students chose for each sentence. For example, there are several feeling words that will fit the first sentence. Different students may have chosen the words excited, happy, and good. These words should be listed on the board as the answers for sentence number 1.
4. After completing the list with your class, discuss the following questions:
   a. What are the differences among the feeling words used to complete the same sentence? For example, what is the difference between excited and happy in the first sentence?
   b. What are the ways you tell what a person is feeling when the feelings are not very different? Choose an example from your list.

Friendship Album:

Include a list of feeling words in your album. Look back over the sentences. Find three that describe some events that have happened to you. Include these in your album with the words that describe your feeling at the time.

Sentences

1. If your friend was going on a trip to Disney World, he or she would probably feel _____.
2. If your friend's cat died, he or she is probably feeling _____.
3. If your friend's parents were getting a divorce, he or she might be feeling _____.
4. If your friend got a bad grade on a report card, he or she might be feeling _____.
5. If your friend spilled a lunch tray at school, he or she might be feeling _____.
6. If your friend had a bike stolen, he or she might be feeling _____.
7. If your friend was giggling, he or she might be feeling _____.
8. If your friend was voted class president, he or she might be feeling _____
9. If your friend was new at school and didn't join in the games on the playground, he or she might be feeling _____.

Feeling List

Loved	Daring
Ashamed	Important
Frustrated	Mean
Afraid	Wonderful
Frightened	Violent
Brave	Comfortable
Warm	Gloomy
Happy	Angry
Awful	Loving
Worried	Encouraged
Shy	Special
Curious	Upset
Caring	Hateful
Excited	Hurt
Sensitive	Sympathetic
Sad	Uncomfortable
Understood	Strong
Terrible	Moody
Patient	Bad
Mixed-up	Embarrassed
Mad	Discouraged
Confused	Different
Good	Jealous
Funny	Silly
Scared	Understanding
Guilty	Nice

18

A Smile and a Tear

Purpose:

To understand how people show their feelings without words.

Materials:

Bell or whistle.

Procedure:

1. Working by yourself, fill out the following worksheet with an event.
2. Ask for a volunteer to be the time keeper. The time keeper will ring the bell to start.
3. At the sound of the bell, quickly find a partner and take turns telling how you answered *number 1* on the worksheet. You will have one minute, or 30 seconds each.
4. At the end of one minute, the bell will ring again. Find a new partner and take turns telling how you answered question number 2 on the worksheet.
5. Do the same thing for every question on the worksheet.
6. At the end of this activity, discuss the following questions with your class:
   a. What are some of the ways people show feelings?
   b. Share some of the things that might happen to you that would cause you to show a particular feeling.

Worksheet

1. What might happen that would make you bite your nails? _____
2. What might happen that would make you laugh out loud? _____
3. What might happen that would make you smile? _____
4. What might happen that would make you want to cry? _____
5. What might happen that would make you scream at the top of your lungs? _____
6. What might happen that would get you so excited you would jump up and down? _____
7. What might happen that would make you clinch your fists and frown? _____
8. What might happen that would make you wish you could go home? _____

Friendship Album:

Place your worksheet in your friendship album.

19

Funnies Feelings

Purpose:

To practice using feeling words to understand others.

Materials:

Comic strips, scissors, glue, tape, pencil.

Procedure:

1. Bring your favorite comic strip from the newspaper to class, or ask for volunteers to bring the comic section of their newspapers from home.
2. Cut the words out of your strip and tape or paste the strip to a blank piece of paper.
3. Pass your strip to the person sitting next to you on the left. If you are sitting at the end of a row, take your strip to the person sitting at the beginning of the row.
4. Using the feeling word list on page 52, write what you think the characters in the strip you have now are saying. For example, your strip might begin by showing a boy standing out in the snow. If you decide that he has a worried look on his face, you could write, "I can't find my dog, I'm worried" over the picture.
5. When you have completed your strip, tape it to the classroom wall or board.
6. With your class, walk around the room and look at the different strips.

7. Talk about why others chose the feeling words they put in their strips.
8. Share with your class a time you had the same feelings as the characters in your strip. What happened?

Friendship Album:

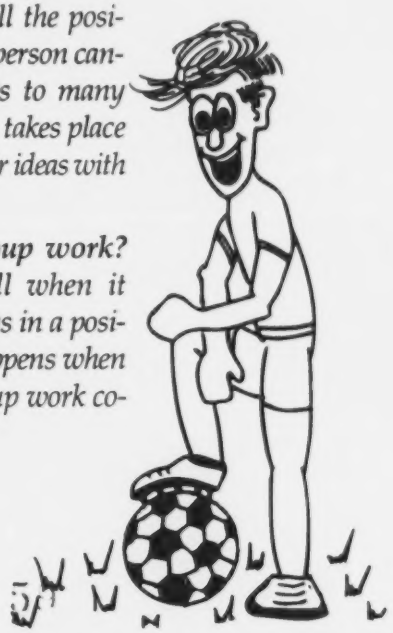
At the end of this activity, take your comic strip down and put it in your friendship album. Write across the top of the paper, "Understanding the Feelings of Others."

V
Working with Others

What is a group? *A group is individual people working together for the same purpose. For example, a soccer team is a group together for the purpose of playing a game. A choir is a group together for the purpose of making music. Your class is a group together for the purpose of learning.*

Why do we have groups? *One person cannot play all the positions on a team. One person cannot sing all the parts to many songs. More learning takes place when people share their ideas with one another.*

What makes a group work? *A group works well when it mixes people and ideas in a positive manner. This happens when the people in the group work cooperatively together.*



20

You're the Greatest

Purpose:

To form students into small groups for activities.

Materials:

None.

Procedure:

1. With your class, form a straight line at one end of the room. You will be counting off, but instead of numbers, you will repeat the words GREAT, GORGEOUS, BRILLIANT, TERRIFIC, and WONDERFUL, all the way down the line.
2. Starting at one end of the line, the first person calls out "GREAT." The second person calls out "GORGEOUS" and so on using as many words as the number of groups that are desired.
3. Sit with the other students who had the same word as you, so that all GORGEOUS people will be in one group, all GREAT people in another group, and so on.
4. Give each person in the group a chance to tell how it feels to be called "GREAT," "GORGEOUS," and so on.

Note to the Leader:

Grouping for cooperative learning activities is an important classroom strategy. This activity offers a quick method of ensuring a mix of students in each group.

21

Making Rainbows

Purpose:

To understand that a group is made up of individuals with unique qualities.

Materials:

Colored dots or small slips of colored paper to include RED, YELLOW, GREEN, BLUE, PURPLE, and ORANGE.

Procedure:

1. Pass out the dots or paper so that all class members have a color.
2. Choose a volunteer to be the painter and another to read the story, "Making Rainbows" aloud.
3. As the story is read the painter walks around the classroom pretending to be on a journey.
4. When each color is mentioned, all the students who have that color dot or paper should leave their seats, join hands with the painter and continue walking quietly.
5. At the end of the story all students should be holding hands and no one should be left seated.

6. With your class, discuss the following questions:
   a. Have you ever felt about someone the way the painter felt about orange? (Do not use someone's name when sharing.) What happened?
   b. What would have happened if the painter left out one of the colors?
   c. What if your color was the one left out and you were still in your seat at the end of the story? How would you feel?
   d. What did you learn about groups of people from this activity?

Friendship Album:

   a. Draw a picture of a rainbow using only one color. What do you think of your rainbow? Write one sentence.
   b. Draw a picture of a rainbow using all of the colors. What do you think of your rainbow? Write one sentence.

Making Rainbows

There lived a fine painter in the land of black and white who wished to paint a rainbow across the sky. The rainbow would be his greatest work and, indeed, would put joy in the hearts of the people who lived in this plain land.

So the painter set out on a journey to faraway places in search of the colors with which to paint his rainbow. After many long days of searching, he came across a bright and lively place where the trees were covered with apples and roses bloomed everywhere. He had discovered red!

It was an exciting color, but it alone did not make a rainbow. So he gathered some red in his basket and set forth again. Soon he came to a place of brilliant sunlight. The color yellow was everywhere. It was a warm color and made the painter feel very good. But yellow and red alone do not make a rainbow, so the painter gathered some yellow for his basket and started out toward a distant meadow.

There he found cool and gentle green in the grasses of the meadow. The color welcomed the painter and beckoned him to rest, but the painter gathered some of the green for his basket and moved on. Green was a wonderful color, but it was not enough to make a rainbow.

On the painter trudged, over tall mountains and through dark forests, until he came upon a large shimmering pond. There, reflected in the pond, was all the blue of the sky, bold and sparkling. Blue is a hopeful color, full of promise and happiness. The painter loved blue and took great cupfuls of it for his rainbow.

Then, feeling more certain than ever that he would complete his task, he laid on the ground next to the pond to rest. How long he slept is a mystery, but when he opened his eyes, he found his head resting in a patch of purple flowers. Oh, how wonderful he felt. Purple was the most regal of colors. It was rich, deep, and strong. The painter carefully gathered the purple for his basket and thought about returning to his land.

He had every color but orange. He was tired. He didn't like orange as well as the other colors anyway. The painter started for home, but he did not go far. He was not satisfied. All the colors he had gathered were beautiful, but they did not make a rainbow. He had to have all of the colors for the rainbow to be complete.

Just then, the sun began to set in the sky. The world seemed on fire! Everywhere the painter looked was brilliant and glorious orange. The happy painter filled his basket to overflowing with orange and set out once more for home. There, using the different colors with all their special qualities, he painted one beautiful rainbow that brought joy to all who saw it.

22

Milking the Cow

Purpose:

To experience cooperation within a group.

Materials:

None.

Procedure:

1. With your class, divide into groups of five
2. Each group member should be assigned a part from the following list.
   - Milk the cow
   - Pasturize the milk
   - Fill the bottles
   - Cap the bottles
   - Deliver the milk
3. Practice your part. For example, if you are the milking machine, act as if you were milking a cow. If you are a pasteurizer, bubble and stir like you were cooking the milk.
4. Line up with your group so that the group begins with the cow being milked and ends with the milk being delivered.
5. Act out your parts all together. Starting with the milking machine, milk the cow, pasteurize the milk, fill the bottles, cap the bottles, and deliver the milk.

6. Ask all milk delivery people to go back to their seats. With your class, talk about what might happen to the milk if the delivery people are not there. Return all milk delivery people to their places and act our your parts again. Now ask all bottle cappers to go to their seats. Talk about what happens to the bottles of milk if the bottle cappers are not there.
7. Everyone return to your seats and discuss the following questions:
   a. Why do we need to cooperate?
   b. What happens when one person in a group doesn't cooperate?
   c. If you were supposed to show a new student and his or her family around school and you forgot about it, what would happen?
   d. If you were supposed to bring the paper cups for a party and forgot, what would happen?

Friendship Album:

Write a short paragraph about how your family works together to get everyone ready for school or work in the morning.

23

Your Ideas... My Ideas

Purpose:

To experience working with others toward a finished product.

Materials:

Notebook size sheets of plain paper, pencils, newsprint with the outline of a person or a stick figure drawn on it.

Procedure:

1. Working by yourself, draw a stick figure on a plain piece of paper. Using this stick figure you will be making a ten-year-old (or a figure your age) by following this list: (You may use pictures or words.)
   a. Over the top of the head of your figure, draw what a ten-year-old thinks about.
   b. Next to the ears on your figure, draw what a ten-year-old likes to listen to.
   c. By the mouth draw what a ten-year-old likes to talk about.
   d. Using different colors, dress your figure like a ten-year-old likes to dress.
   e. Near the heart, draw what a ten-year-old feels strongly about.
   f. By the hands, draw what a ten-year-old likes to make.
   g. By the feet, draw what a ten-year-old likes to do.

2. Share your stick figure with a small group. All of the individuals in the group take turns showing how they filled out their stick figures.
3. Using the large figure on the newsprint, the class will make one big ten-year-old figure with the ideas from the individual drawings.
4. Beginning with the head of the figure, talk as a class about the most important things ten-year-olds think about. Decide together on two things to put on the class figure. Make sure all of the students have a turn saying what ideas they think the group should use. After coming to a class decision, have a volunteer draw or write the two ideas on the class figure.
5. Use the same process with each part of the figure. Use a different volunteer each time to draw on the class figure.
6. When the figure is complete, ask if each class member is satisfied or if there are changes to be made. Decide as a class on any changes. Each member should be satisfied with the class figure, however not everyone will be pleased with everything.
7. Post your figure for the whole class to see.
8. As a class, discuss the following questions:
   a. How did it feel to listen to ideas that were not your own?
   b. Why was it important for each class member to share his or her ideas?

c. How does your ten-year-old stick figure compare with the class picture?

d. Do you think it will be easier to work together as a class the next time you have a cooperative project? Why?

Friendship Album:

Put your stick figure in your friendship album. At the bottom of the paper, write three ways that ten-year-olds are alike. Write three ways they are different.

Disturber List

The Arguers—These people will argue with anyone about anything. Sometimes they are loud about it or angry. Often they want everyone to see that they are right.

The Talkers—These people talk too much. Sometimes they just talk on and on. Other times they answer all the questions or interrupt when others are talking.

The Put Downers—These people make others feel bad. They laugh at things other people say or they call them stupid or dumb. Sometimes they say "shut up" or make ugly faces.

The Shy and Quiets—These people never say anything. You might think they would not disturb anyone. But, in a group, shy and quiets have everyone worried about them. Some groups spend so much time trying to be sure the shy and quiets are not left out that they don't get anything else done.

The Wigglers—These people are always doing something other than what the group is doing. They clean out their notebooks, look at the clock, or wiggle around in their seats. It's hard for others to pay attention with a wiggler around.

Handling disturbers

Have you ever been in a group where one person did all the talking or got mad about something that was not important? These people and others like them are disturbers. Disturbers do not cooperate. They keep the group from getting their work done. If you are leading a group that has a task to do and you have a disturber in your group, what can you do? Here are some tips:

a. *Before starting your task, make a list of the group rules. All group members can help to write your list. Post the list and remind the disturbers when they are breaking a group rule.*

b. *For arguers and people who talk too much, stop those persons by holding up your hand and saying, "Thank you for sharing. We need to hear from the rest of the group now."*

c. *For wigglers, give them a job. Ask them to write down or make a picture of what the group talks about.*

d. *For the putdowners; point to the group rules or say, "We do not talk about others in this group."*

e. *For the shy and quiets, ask them questions. Say to the shy and quiets, "What do you think?"*

f. *It is a big responsibility to be a group leader and to keep the group moving along. If a person becomes a big disturbance in the group, you may have to rely on the skills of an adult.*

24

Getting Along

Purpose:

To practice working with people who are not cooperative.

Materials:

None.

Procedure:

1. With your class, divide into groups of five. One person will be the leader, one person will be the secret disturber, and the other three will be themselves.
2. Choose a leader from your group of five.
3. Your teacher will choose a kind of disturber from the list that follows and whisper it in the ear of one of the other four group members. Your teacher will whisper "be yourself" to the other three group members.
4. The leader begins by telling the group that the topic for discussion is whether or not you need home work.
5. Your group will have five minutes to talk about this topic.
6. During these five minutes, the secret disturber should act out his or her role. For example, if the disturber was told to be the arguer, he or she should argue with other group members. If the disturber is shy and quiet, he or she should look down and talk in whispers or not at all. The leader and other group members should try to help the disturber to become more cooperative in the group discussion.

7. At the end of five minutes, discuss the following questions with the class:
   a. What was it like to have a disturber in the group? Why does this kind of behavior disturb the group?
   b. How did your group react to the disturber?
   c. What did the leader do?
   d. What did group members do?
   e. Are there other group disturbers that need to be added to this list?
8. In your small groups, change leaders and do the activity again using a new disturber from the list.

Friendship Album:

Make a list of disturbers for your friendship album. Beside each disturber write one way you could make them feel part of the group.

VI
Tutoring

One way that peers work with others is by tutoring. Tutoring is a kind of teaching. It means working with someone to help that person learn. Tutoring requires some special skills in addition to the ones you have already learned. Most peer tutoring is done with students in younger grades. They may need help with reading, letter sounds, or simple math facts. Let's call these younger students study friends. Becoming a peer tutor will take time and practice. Even after you have learned all the skills, you will not be working alone. Your peer leader and your study friend's teacher will be your partners for every tutoring lesson.

25

Getting to Know You

Purpose:

To practice getting acquainted with a study friend.

Materials:

None.

Procedure:

1. Find a partner.
2. Decide with your partner who will be the study friend and who will be the tutor.
3. The tutor follows each step of the Guided Practice on the following page. The study friend talks with the tutor and answers questions as if he or she were a younger student.
4. After you have been through all the steps in the Guided Practice, change places with your partner. Follow each step of the Guided Practice again.
5. After practicing, talk with your class about the following questions:
   a. What is the hardest thing about getting acquainted with someone?
   b. Why is it important to practice getting acquainted?

Guided Practice

Step 1

Find out what your study friends like to be called BEFORE you meet them. Let's assume your study friend's name is Ed. When you meet him, call him by his name and introduce yourself. For example, when you meet him, you might say, "Hi, Ed, my name is _____. I'm your new tutor!"

Step 2

Talk to your study friend about school. It is important to share something about yourself and to ask something about your study friend. For example, you can tell your study friend what grade you are in and what subjects you like. Then, you can ask your study friend what he likes to do at school.

Step 3

Continue talking with your study friend, sharing things about your family and what you like to do. Ask Ed about his family and what he does for fun. Ask lots of questions and remember to use good listening and responding skills. For example, you might say, "I have two brothers and a cat named Minerva. Tell me about your family, Ed." If Ed says, "I have a sister and a turtle, you can ask questions like, "How old is your sister? What is your turtle's name? Do you and your sister play together? What do you like to do?"

Step 4

Tell your study friend what you are going to be doing together. Let your study friend know that you will be working and having fun together. For example, if your study friend needs help with reading you might say, "We are going to be practicing reading together. We'll read stories and learn new words. It will be fun for both of us."

Friendship Album:

Include the following list of steps for getting acquainted in your album:

1. Find out what your study friend likes to be called and tell him or her what to call you.
2. Ask about his or her interests and share yours.
3. Ask about his or her family and share about your family.
4. Tell your study friend the plan for each session.

26

Then and Now

Purpose:

To understand that different age children have different levels of skill.

Materials:

Poster board or construction paper, baby picture if available.

Procedure:

1. Write your full name across the top of your poster.
2. At the top left corner of your poster, paste or draw a picture of you when you were the age of your study friend. (If you do not know the age or grade you will be tutoring, use a picture of when you first started school.) Under the picture, write the word THEN.
3. At the top right corner of your poster, paste or draw a picture of you now. Under the picture, write the word NOW.
4. Read the following questions. Write the answers to the questions under THEN as if you were that age. For example, to the question, "What do you like to read?" your THEN answer might be picture books or my reading book.
   - What do you like to read?
   - What subjects are you studying in school?
   - What sports do you play?
   - List the skills you have (riding a bike, throwing a ball, baking a cake).
   - What do you do on Saturday?

5. Write the answer to the same question under NOW on your poster. Answers under NOW should tell about what you are doing now. For example, to the question, "What do you like to read?" your NOW answer might be adventure stories or comic books.
6. After you have answered the list on both sides of your poster, discuss the following questions with your class:
   a. How have you changed since THEN?
   b. Why is it important to remember what THEN was like?
   c. Will your study friend be different than you were THEN?

Friendship Album:

Put your poster in your album. Answer the question: How will understanding different levels of skill make you a better tutor?

Taking breaks

We all need breaks when we are working hard. Younger children need even more breaks than older people. Without breaks, we all get tired of sitting still and we stop paying attention. Sometimes, we begin to think about other things and we daydream.

Your study friend will need small amounts of time off during a tutoring session. If you are working in a library or a classroom with others, you will want to plan a break that does not disturb other people. Use the following activities to give yourself and your study friend some time off to have fun together.

81

27

Give Me a Break

Purpose:

To practice giving a study friend a stretch break that will not disturb others.

Materials:

None.

Procedure:

1. A volunteer or leader pretends to be a tutor. The tutor leads the activity with the rest of the class pretending to be study friends.
2. The study friends stand up beside their desks.
   a. When the tutor says "giraffe," clasp your hands together and hold them over your head, as if you had a long neck.
   b. When the tutor says "elephant," clasp your hands together and hold them in front of you, as if you had a trunk.
   c. When the tutor says "anteater," clasp your hands together and bend over so your clasped hands touch the floor, as if you had a long snout.
3. The tutor can speed up or change the order of the animals.
4. Find a partner and take turns being the tutor and calling out the animals. When it is your turn to be the tutor, be sure you do the exercise right along with your study friend. With your class, talk about the following questions:

a. Why is it important to give your study friend a break?

b. Why is it a good idea to have a plan for the break?

Friendship Album:

In your own words, write the directions for this activity. Add any animals that come to your mind.

To the Leader:

Break time is important to very young children. The study friends will get tired before the tutors. Standing up, stretching, or walking around for a minute or two during the lesson will help.

28

The Mystery Walk

Purpose:

To practice giving a study friend a break by walking quietly around the room.

Materials:

The story, "The Secret," which follows.

Procedure:

1. Find a partner and decide with your partner who will be the tutor and who will be the study friend.
2. The tutor prints the words, "I like working with you" on a piece of paper, folds the paper, and tucks it away in a pocket or a book.
3. The tutor reads the story, "The Secret" in a whispering voice to the study friend.
4. At the end of the story, the tutor holds the study friend's hand and walks around the room, pretending it is the mountain described in the story.
5. When the tutor and study friend return to their seats, the tutor gives the study friend a slip of paper to read and tells the study friend it is a secret.
6. With your class, talk about the following questions:
   a. Why should the tutor tell this story in a whispery voice? Why is it important for the tutor and study friend to work together quietly?
   b. Why is it important for the tutor to walk around the room with the study friend? Talk about people helping each other with huge tasks.

Friendship Album:

Draw a picture about the story called "The Secret." At the bottom of the page, write one of the secrets of being a good tutor. (There are many.)

The Secret

It was a dark and windy day. Two children were on their way home from school when they came upon a mouse seated upon a log.

"Hello, little mouse," said the children, "What are you doing?"

"I'm planning to walk around that mountain," said the mouse, pointing to the mountain. "I have heard that if you walk around that mountain as quiet as a mouse, you will learn a secret."

"A secret!" said the children.

"Yes," said the mouse. "And I like secrets."

"May we come?" asked the children.

"Only if you can be as quiet as me," answered the mouse.

"I can be as quiet as a mouse," said one of the children.

"So can I," said the other. And they walked around the mountain hand in hand, without making a sound.

When the children and the mouse came back to where they started, they learned the secret of the mountain.

Different ways of learning

Perhaps the most important thing for a tutor to know is that everyone learns differently. For example, one person in your family might be able to learn to make brownies just by watching. Someone else might have to listen to directions before doing it. Another family member might have to measure and mix all the ingredients to understand brownie making. You may not know how your study friend learns best. By being able to explain the same lesson in different ways, you can make certain your study friend understands.

29

Look, Listen, and Do

Purpose:

To understand how to plan a tutoring lesson.

Materials:

None.

Procedure:

1. Choose, with your class, what kind of lesson you will plan from the following topic list. Each small group should choose a different topic after you have practiced as a class.
   - Math facts
   - Alphabet
   - Reading
   - Word endings
   - Printing
   - Vocabulary
   - Time
   - Money
2. With your class, make a list of things a study friend could *look* at during the lesson you have chosen. For example, if your group's topic is math facts, a study friend could look at flash cards with math facts on them.
3. With your class, make a list of things a study friend could *listen* to during the lesson you have chosen. For example, your study friend could listen as you read the math facts and then repeat them.

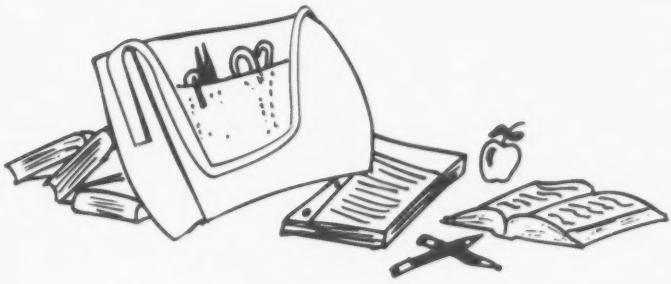
4. With your class, make a list of things a study friend could *do* during the lesson. For example: your study friend could write the math facts. Or, you could provide some objects and your study friend could actually count four objects plus three objects.
5. Each small group should now plan a lesson for a study friend from the topic you have chosen.
6. Share, with your class, the topic the group chose and the list your group wrote for "Look, Listen and Do."
7. Now, working by yourself, choose another topic from the lesson list. Think of one thing your study friend could "Look" at during the lesson and one thing your study friend could "Listen" to and one thing to "Do."
8. With your class, talk about the following questions:
   a. Why do study friends need to do all three things; "Look, Listen and Do" during one lesson?
   b. How can a tutor be sure a study friend has learned the lesson?

Friendship Album:

Put the "Look, Listen and Do" activity you designed in your album.

To the Leader:

This is one of the most important activities in this chapter. It will need two or more periods to complete. Make sure the tutors understand the need to have their study friends "Look, Listen and Do."



Tutoring supplies

You will probably be working with your study friend one or more times every week. Sometimes, when you go to your study friend's classroom, the teacher will have something ready for you to work on. Other times you may have to bring your own activities. It is a good idea to take a tutoring kit of activities to do every time you visit your study friend.

It is important for you to know how to use all the supplies in your kit. For example, you can plan how to use the play money, practice with flash cards, and become familiar with the stories you will use. Also, check your supplies before each tutoring session to be sure you have everything you need.

30

The Kit

Purpose:

To provide activities for study friend sessions.

Materials:

Bucket or bag, construction paper, scissors, felt tip pens, ruler, pencils, crayons, lined paper, plain paper.

Procedure:

1. With your class, choose the supplies from the list that follows that you want to have in your kit.
2. Plan, with your class, what you can make for your kit and what you will need to get from your leader.
3. With your class, talk about how you will use the supplies you have chosen. For example, if your class has chosen flash cards, talk about how to use flash cards. Be sure to talk about and practice each activity you have chosen. Look at the activity "Look Listen and Do" on page 85. Practice using some of the supplies in your kit with this activity.
4. Mark your bag or bucket clearly and find a handy place to store it.
5. With your class, talk about the following questions:
   a. Why is it important to take a kit to a study friend session?
   b. Why should you practice using everything in your kit before you take it with you to a study friend session?

Supplies to Put in a Study friend Kit

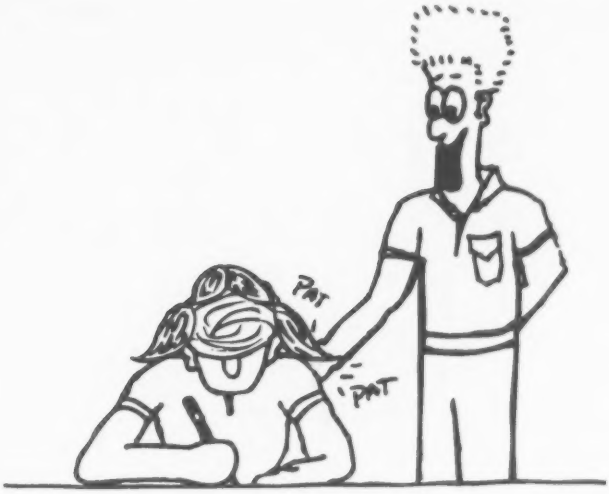
1. Cut outs of lines and half circles for building letters.
2. Alphabet flash cards.
3. Lined paper for practicing printing.
4. Basic word list for practicing vocabulary.
5. List of prefixes (word beginnings) and suffixes (word endings) for your study friends to add to words.
6. A one-page story you have written to read to your study friend.
7. A story book you and you study friend can read together.
8. A clock face with movable hands.
9. Play money that is the same size and color as real money.
10 Number line for counting.
11. Number facts flash cards.
12 Multiplication facts flash cards.
13 Plain paper for drawing.
14 Pencils and crayons.
15 Small objects for counting. You could use Cherrios and let your study friend eat them after the session.

Friendship Album:

Make a list of the articles you have chosen for your study friend kit.

To the Leader:

This activity can be adapted to your school's text books. For example, the vocabulary list should reflect the vocabulary words being used in the grade that will be tutored. Use your own discretion in choosing what is appropriate to include in a tutor kit.



Encouraging and praising

While study friends are learning new things, they will need to hear words of encouragement and praise. Words of encouragement are important to all of us, especially when we're learning something new. Encouraging words are also good to use when your study friend makes a mistake or does something wrong. Try thinking of a time when you made a mistake in your schoolwork. If someone had said, "What a stupid mistake," how would you have felt? What if someone had said, "That was a good try?" would you have felt differently? Words of praise are important too, for a job well done. Even the smallest success may become important to a study friend if he or she is praised for it.

31

Milestones and Mistakes

Purpose:

To practice encouraging your study friend and reporting progress.

Materials:

Newsprint, progress report outlines.

Procedure:

1. With your class, make a list on the left side of the board or newsprint of words of encouragement and praise. Be sure to include words you like to hear when you are learning or trying something new. At the top of this list, write "Encouraging and Praising." With your class, discuss the following questions:
   a. Why is it important to encourage or praise a study friend who is trying something new?
   b. What happens if a person is not encouraged or praised when he or she is learning something new?
2. With your class, make a list beside the first list of things to say to a person who makes a mistake or does something wrong when trying something new. At the top of this list, write "What to Say About Mistakes." Be sure to list words to say that will encourage the person and will not make him or her feel bad or not want to continue with the lesson. The whole class should agree on what to say.

3. Find a partner. (You can pair up with someone wearing a color that you have on.) Take turns being study friend and tutor.
4. Make believe the study friend is working on math facts or reading. Tell the study friend what he or she is doing well and where he or she is improving using words from the encouraging and praising list.
5. Tell the study friend about his or her mistakes and where he or she needs improvement, using words from the "What to Say About Mistakes" list.
6. Ask your partner how he or she felt about the words you said. Did your partner feel good when you gave praise? How did he or she feel when you talked about mistakes?
7. Change places and do the activity again.

Friendship Album:

Put the list of encouraging and praising words in your friendship album.

Reporting progress

Whatever your tutoring lesson is, your study friend's teacher will want to know how things a e going. Talk with your study friend about how he or she is doing and write something together to give to the teacher. This is a progress report and should tell the teacher what your study friend has learned well and what continues to need work. Also, at the end of the lesson, ask your study friend what he or she might like to do next time and include it when you plan your lesson.

32

Study friend Progress Report

Purpose:

To let your study friend and the teacher know what progress was made during the tutoring session.

Materials:

Progress report outline.

Procedure:

1. You will do this activity with the same partner you had for "Milestones and Mistakes."
2. Fill out a progress report for the material you covered in the previous activity. Discuss with your partner what you wrote to him or her and also what you are writing to the teacher. Then exchange progress reports. Each of you fill in the part of the report that says "I think I am doing _____.'
3. Volunteer partners read their reports aloud. Discuss the following as a class:
   a. What kinds of reports did you give to the teacher?
   b. How did you feel about what your tutor wrote to you?
   c. Did you remember to include things like your study friend's good behavior and how well he or she is paying attention?
   d. Was it hard to write what needed improvement? Why?

Study friend Progress Report

Dear _____(Teacher's name)

Date: _____

From the tutor:

_____ did very well in these things:
(study friend's name)

a.

b.

c.

We still need to work on :

a.

b.

c.

From the study friend:

I think I am doing _____.

_____

Tutor

_____

Study friend

97

Friendship Album:

Include your progress report in your friendship album.

VII
Service to Others

Service to others is a way of giving to others. Instead of gifts or things, you give yourself, your time, your skills, and your knowledge. Some people serve by being the leader of a group or an activity. Others serve by being a good friend. Some people serve by teaching a skill or sharing information.

Think of yourself and all you know and can do. Think about the new skills you have learned in peer class. Sharing these things is what service to others is all about. It's like a big bag of candy that is not as good when you keep it for yourself as when you give some of it to others.

A Poem About Friends

When Gregory Dooble arose in the morning
The town was a trembling;
the dogs barked a warning.
This mailman who walked about town with his pouch
This mailman, old Dooble was an awful grouch.
He yelled at the children, he kicked at the dogs,
There was even a rumor that Dooble ate frogs.
Now he sat in the park to eat lunch everyday,
Where he seemed to enjoy chasing pigeons away.
Nearby on a bench in this very same park,
Sat another old man everyday until dark.
It was funny Bert Thistle who came everyday,
For six months or more since his kids moved away.
He talked to the dogs and he talked to the birds,
He never, no never would run out of words.
Then once when old Dooble was sitting nearby,
Bert began talking to him! And, oh my!
Dooble glared and he winced
and he stared and he scowled,
He sighed and he frowned and huffed and he growled.
But Bert Thistle talked on until well after two,

Then he said, "Gregory, say, how are you?"
Well, Gregory Dooble who moved pretty slow,
Had just picked up his pouch and was ready to go.
When he heard the question he looked all around,
He stammered and stuttered and then sat back down!
The old men must have talked for an hour or more,
And folks got their mail at 3:30 or four.
It came with a kind word, a smile and a whistle,
It came from Gregory Dooble and old Mr. Thistle.
It seems that these fellows each needed a friend,
And what a nice way for this story to end.

33

What is a Friend?

Purpose:

To identify ways people are friends to others and ways they are not.

Materials:

Two pieces of paper, felt tip pens.

Procedure:

1. Ask for volunteer or leader to write the words "BEING A FRIEND" with a magic marker on one piece of paper. Put that piece of paper high on the wall on the left side of the room. On the other piece of paper, write "NOT BEING A FRIEND" and post that paper on the right wall of the room.
2. With your class, stand in the middle of your room.
3. As your teacher reads the questions below, move to the side of the room that YOU think answers the question. There are no right or wrong answers. For example, the teacher reads this question, "If you let someone borrow your lunch money and then get nothing to eat yourself, is that being a friend?" If you believe that giving your lunch money away is being a friend, you would move to the LEFT side of the room.
4. After each question is read and everyone has answered, talk about why some people moved to the left and others to the right. Be sure to defend your own ideas.

5. With your class, discuss the following:
   a. Do you have to give up your own thoughts, feelings, or ideas to be someone's friend? Why or why not?
   b. Does a friend have to give candy or money to someone to be a friend? Why or why not?
   c. Are there many ways to be a friend to someone?
   d. Was it hard to move to one side of the room if your friend chose another side?

Friendship Album:

Answer the four discussion questions and put them in your album. Also write or draw a picture of the qualities you would like to have in a friend.

Questions

1. If your friend watched TV last night and didn't do homework, so you let her copy yours, is that being a friend?
2. If someone brings you candy every day, is that being a friend?
3. If you listen to someone's sad story, is that being a friend?
4. If you lie so someone else won't get into trouble, is that being a friend?
5. If you help a younger child find his or her classroom, is that being a friend?
6. If you tease someone about his or her glasses, is that being a friend?
7. If you eat lunch with the new kid in class, is that being a friend?
8. If your friend gets a bike for his or her birthday and you wish it was yours, is that being a friend?
9. If your friend gets a bike for his or her birthday and you knock it over, is that being a friend?
10. If you tell a friend's secret to someone else, is that being a friend?

Teaching others

How do you teach a skill? A skill usually has very specific steps that have to be learned one at a time and in order. For example, if you were learning the skill of hitting a baseball, you would first need to know which end of the baseball bat to hold. Next you would need to know the position in which to hold the bat. If you skip one of those first steps, it is unlikely that you will learn to hit a baseball.

It is very important when teaching a skill to provide very specific information to the person trying to learn the new skill. The person teaching the skill can tell people how they are doing and ways to improve. This kind of information is called feedback. Feedback mixed with encouraging and praising words is necessary at each step of learning a new skill.

When you are going to be teaching someone a skill, it is a good idea to decide ahead of time on the steps needed to teach that skill. Write the steps down to be sure you include everything that is important. Think of this list as a recipe. If one important ingredient is left out, the recipe will not come out right. Once all the steps have been practiced, the teacher and learner will want to practice the skill together.

34

You Can Too!

Purpose:

To practice teaching a skill to others.

Materials:

Whatever students may need to teach their skills. For example, if you are going to teach the class how to throw a football, you will need a football.

Procedure:

1. Choose something you can do. Examples of things you could choose are: riding a bike, hitting a ball, doing a dance step, singing a song, making a craft, or drawing a picture.
2. Make a list of the steps needed to teach that skill. For example, if you are going to teach your group how to throw a football, the first step might be showing them how to hold the ball.
3. Look at your list. Decide which steps group members should practice. Write the word "practice" beside those steps. For example, if your first step is showing your group how to hold a football, then you may want to pass the football around so group members can practice holding the ball.
4. Look at your list again. At every step where you wrote the word practice, write the word "feedback" next to it. You will want to give group members feedback while they are practicing. For example, when a group member is practicing holding a foot-

ball, you should tell that person what is being done right and what needs to be changed. You might say, "Your hand is in the right position, but move it closer to the end of the football!"

5. Teach your skill to your small group, step by step, using practice and feedback. Every student in your group should be able to do the skill at the end of the steps. Some students will do the skill better than others. Remember to give positive feedback to all group members.
6. With your class, talk about the following questions:
   a. Why is it important to teach a skill in steps?
   b. Why is practice important?
   c. Why is feedback important?
   d. Why do some students do some skills better than others?

Friendship Album:

In your album, put the list of steps you wrote to teach your skill. At the bottom of the paper write about one new skill you learned during this activity. Is this an activity you feel comfortable doing?

Note to the Leader:

This activity will take more than one class session. It is important that each student have an opportunity to teach a skill. This could also be used as a cross-age activity.

35

The Story of Oliver Crumpet

Purpose:

To practice leading groups in an activity.

Materials:

The story of "Oliver and the Beautiful Pony."

Procedure:

1. In your small group, ask for a volunteer to be the "reader."
2. Ask for two other volunteers to be "instructors." The rest of the group will follow their directions.
3. After the volunteers have finished the story, they will trade places with other group members and the new reader and instructors will do the story again. All group members should have an opportunity to be a reader or instructor.
4. Discuss the following questions with your class:
   a. What is important to remember when reading aloud to a group?
   b. Why was it important to have people doing the activity along with the group?
5. With your class, plan to lead this activity for younger students. You will choose one reader and the rest of the class can be instructors. At the end of this activity ask the students to draw a picture of Oliver.

To the Reader:

Be sure to read the story slowly. Say the ***bold italic*** words a little more loudly than the rest. Practice making the story sound exciting.

To the Instructor:

Face the group. Act out all the things Oliver does, right along with the group.

Friendship Album:

List two other activities you could lead a group in doing. For example, you could lead Simon Says.

Oliver and the Beautiful Pony

Reader: I am going to read a story called Oliver and the Beautiful Pony. Please do all the actions that Oliver does.

Oliver Crumpet ***got up out of his chair*** one morning and ***looked out the window*** while ***shading his eyes with his hands.*** He ***looked to the left*** and he ***looked to the right.*** Then he ***looked straight across the river.*** There he saw a beautiful pony eating grass on the riverbank.

"Oh," said Oliver, "Oh my!" He ***waved*** at the pony ***with his left hand;*** he ***waved*** at the pony ***with his right hand.*** He even ***jumped up and down.*** The pony did not stop eating or look up. Oliver ***tapped his chin with his finger.*** "What will I do?" he wondered. He ***sat back down in his chair.*** Suddenly he ***clapped his hands.*** "I know what I'll do!" he said.

He ***got up out of his chair, stepped*** (step in place) ***into his bathing suit,*** and ***went running*** (run in place) ***down to the river.*** Then Oliver ***jumped*** (one jump) ***in the river*** and ***swam across*** (move arms in swimming motion). He ***climbed out on the river bank, shook off the water,*** and ***hugged himself to get warm.*** Then he saw the beautiful pony watching him.

"Hello pony," Oliver said. The pony walked over to Oliver and stood patiently while Oliver ***climbed on her back.*** They had a wonderful time together, riding about in the meadow all that day. Oliver was so tired when he got home, he ***sat in his chair*** and ***went to sleep.***

The End.

36

Follow the Leader

Purpose:

To experience leading a group meeting.

Materials:

None.

Procedure:

1. In a small group, write your name on a small slip of paper and place it in a bowl or bag with the names of the other students in the group.
2. A name is drawn and that person will be the leader of your small group for this activity.
3. Following the directions below, the leader will lead your group through a meeting. At the meeting your group will plan a bulletin board about smoking.
4. At the end of the activity, talk with the class about how the meeting went. Discuss the following questions:
   a. Did you have a plan for the bulletin board at the end of the meeting?
   b. Did everyone in your group have a part in the planning?
   c. Did the group leader have an easy or hard job? Why?
   d. Why is it important to have rules in meetings?
   e. Why is it important to have a time limit, a beginning to the meeting, and an end?

Leader Directions

1. Welcome the group.
2. Tell the group how long the meeting will be.
3. Look at the clock to see what time the meeting will end.
4. Tell the group your name and ask everyone to say his or her name.
5. Go over the rules of the group. (It's a good idea to write the rules down if you have time.) Examples of the rules:
   a. Only one person speaks at a time.
   b. Raise your hand to speak.
   c. No put downs, name calling, or making fun.
   d. Talk only about the topic.
   e. Everyone's ideas are accepted.
   f. Breaking the rules means leaving the meeting.
6. Announce the topic. (This time it is "Planning a Bulletin Board about Smoking").
7. Ask for a volunteer to write down the ideas. If no one volunteers, appoint someone in the group to write.
8. Ask the group for ideas. Be sure everyone gets a turn.
9. When you hear an idea, ask what the rest of the group thinks about the idea.
10. Once the group has agreed on what ideas will be used, ask for volunteers to do different parts of the project.

11. At the end of the meeting, ask the group to tell some of the things they accomplished during the meeting.
12. Set the time and place for the next meeting.
13. If you have time, choose another leader and a new topic from the following list:
    - Plan a party for a friend
    - Plan an award ceremony for peers
    - Plan a project to raise money
    - Plan how to clean up the playground

Friendship Album:

Include the leader directions in your album. Write three sentences about how you think the group meeting went and how you helped make it run smoothly.

To The Leader:

You may want one small group to demonstrate the steps of running a meeting for the rest of the class. Then all could break into groups to try the process.

113

37

Peer Pen Pals

Purpose:

To help another group practice their writing skills.

Materials:

Paper and pencil.

Procedure:

1. Your teacher or leader will find a younger group in the school to be your pen pals. Each member of your peer class will choose a name from the younger group to have as a pen pal.
2. Before writing to your pen pal, think of a special name you would like to use to sign your letters. You will use this special code name instead of your real name every time you write to your pen pal. For example, if you play soccer, you might sign your letters KICKER.
3. Write a letter to your pen pal. Be sure you use good penmanship and spelling. Use the first name of the person to begin your letter. Use your special name when you end the letter.
4. Your teacher or leader will decide how long you will be pen pals. At the end of that time you will visit the younger group and meet your pen pal. When you meet your pen pal, tell him or her your real name.
5. With your class, lead your pen pals in a game or the activity that follows.

Friendship Album:

Put the letters from your pen pal in your friendship album.

38

The Peer Puppeteers

Purpose:

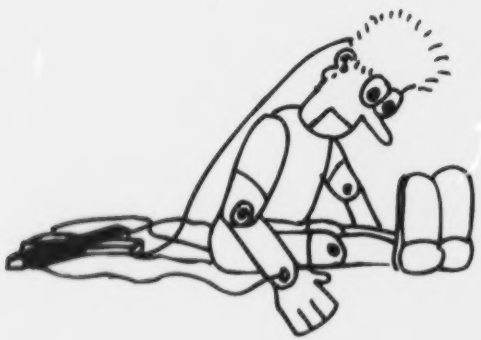
To experience working together to deliver an important message to others.

Materials:

Puppets (These can be as simple as paper plates on sticks or socks with faces.) Stage (This can be a table or desk with a cloth draped over it.)

Procedure:

1. With your class divide into three groups; puppeteer group 1, 2, and 3. Choose a leader for each group.
2. Place the stage or tables in the front of the room. Peer puppeteers crouch on their knees behind the stage and hold puppets so that they can be seen.
3. Follow directions for the puppet show. You will want to practice several times before performing.



115

4. After your practice, discuss the following questions:
   a. Why is this message important for younger students to hear?
   b. What is the difference between having the teacher say "don't use drugs" and doing a puppet show that says "don't use drugs?"
   c. How did you have to cooperate with each other in order to do this puppet show?
   d. What are some other topics that would be appropriate for a puppet show?
5. Things to remember:
   a. When the directions say UP—hold your puppet above the tables so it can be seen. When your puppet is UP is when you say your part.
   b. When the directions say DOWN—hold onto your puppet behind the table and be very still, until it is your turn again.
   c. If you have a puppet on a stick, make it "dance" when it is UP by moving the stick around. If you have a hand puppet, make it move its mouth when it is UP.
   d. Say your part like a chant or rap using rhythm. Say all CAPITALIZED words the loudest.

Peer Puppets Chat About Alcohol and Other Drugs

Announcer (leader or teacher):

Introducing the Peer Puppets.

(All groups UP)

Announcer (starts the rhythm aloud):

ONE, TWO, THREE, FOUR,

(All groups begin speaking at FOUR)

(All Groups UP)

WE'RE the PEERS,

WE'RE the PUPPETEERS,

WE'RE on our way to fill your ears.

(Groups 2 & 3 DOWN)

Group 1:

We're gonna CHAT until you've heard enough
About SMOKING and DRUGS and all that stuff.

(Group l—DOWN)

Group 2 (UP):

Now CIGARETTES will make you STINK
You won't look GROWN UP like you think
If you're REAL SMART and we know you are
You'll stay AWAY.

Group 2 leader (in a deep voice):

And I mean FAR!

(All Groups UP)

All:

NO JOKE, DON'T SMOKE
(Groups 1 & 2—DOWN)

Group 3:

Now one more WORD about the WEED
And we'll be done with this good deed
It KILLS your lungs, it makes you SICK
If you're trying it now, you'd better QUIT.

Group 3 leader:

And I mean QUICK.
(All Groups UP)

All:

NO JOKE DON'T SMOKE
(Groups 2 & 3 Down)

Group 1:

Now there's ALCOHOL that some adults choose
If YOU use that stuff you're gonna LOSE
It changes what you FEEL and THINK
So you act REAL DUMB if you take a DRINK.

Group 1 leader (in a deep voice):

And I mean DUMB.
(All Groups UP)

All:

THINK, DON'T DRINK.
(Groups 1 & 3 DOWN)

Group 2:

Now BEER and WINE are just the same as Alcohol,
with a different name.
All of it is BAD for you.

Group 2 leader (in a deep voice):

And that is VERY, VERY TRUE.
(All groups UP)

All:

THINK, DON'T DRINK.
(Group 1 & 2 DOWN)

Group 3:

There are DRUGS like marijuana and cocaine
(stay up)
They'll make you CRAZY, they'll cause you PAIN.

Group 2 & 3:

If a friend gives drugs to you or me
(stay up)
He ain't NO FRIEND, he's an ENEMY

Group 1:

So no matter what those people say, (up)
If their TALKING DRUGS—just WALK AWAY

All Groups:

WAY FAR AWAY. (Pause....)

We're the peers

We're the puppeteers

We've had our say

We've filled your ears.

Thanks for listening to our rhyme

We really had a terrific time

BYE

(All students stand up holding their puppets.)

Friendship Album

List some things you would want to tell young children about drugs. Why do you think they might listen to you rather than to an adult? Is being a puppeteer something you would like to continue doing?

To The Leader:

You might want each group leader to ask a question to the presentation group such as:

a. What did you learn today?

b. What did you like best about the puppet show?

VIII
Closing

At the end of your peer class, it is important to celebrate each other and all you have learned together. It is good to remember some of the special moments and events, and it is fun to share these memories with others.

This chapter offers suggestions for closure and celebrating. You and your class may have some great ideas of your own about how to end the class. The most important thing is to plan something special to celebrate your time together.

39

Closing Ceremony

Purpose:

To celebrate the accomplishments of your peer class.

Materials:

None.

Procedure:

1. With your class, plan a closing celebration for your last peer class.
2. Include some of the following suggestions in your plan:
   a. Present the "Do You Remember" activity.
   b. Use the "Give a Friend a Hand" activity.
   c. Invite the principal, parents, guidance counselor, and others with whom you wish to share.
   d. Ask for volunteers to bring refreshments.
   e. Present certificates to the peer friends.

40

Do You Remember?

Purpose:

To remember and share some of the things your peer class has accomplished.

Materials:

Your friendship albums.

Procedure:

1. With your small group, choose an activity from your friendship album to present at a closing ceremony. Each small group should choose a different activity.
2. Decide in your group how to present your activity. You may want to take turns telling what you did in the activity, if you have time. There may be drawings or other work in your friendship album that you can share as part of your presentation. For example, if your group chose the "Family Collage," you could show the collage and talk about what you did. Make sure all group members have a part in your presentation.
3. At the end of the presentation, tell what you learned from this activity.
4. Ask if there are any questions.

41

Give a Friend a Hand

Purpose:

To celebrate each other as peer friends.

Materials:

Poster board and markers.

Procedure:

1. Write the names of all class members on slips of paper and place in a bag or bowl.
2. Draw a name from the bowl and keep it a secret.
3. Trace your open hand on poster board. In the palm of the hand, write the name of the person you picked.
4. In each finger, write something positive or special about that person. You will write five things.
5. As part of your closing ceremony for your peer class, stand with this person in front of the room. Share with the class the things you wrote in your hand. Start your sharing by saying the person's name. Then say, "I think you are special because _____."
6. After the sharing, give your peer friend the hand you made.
7. Ask the whole class to give this person another hand. (clap) Each student should give and receive a hand and should be applauded by the whole class.

Friendship Album:

Put the hand you were given in your album.

Certificate

Name_____

has successfully completed

TLC: Tutoring, Leading, Cooperating.

_____ is now recognized

as a Peer Friend by students and faculty at

_____ School.

Signed _____

Date _____

To the Leaders

The world we live in is changing rapidly. For children, those changes are experienced in the loss of neighborhoods to mega suburbs or urban renewal and neighborhood schools to regional institutions. These changes are evidenced in the rise in numbers of day care facilities and the decrease in two-parent families. Extended families are more frequently unavailable for support and a common baby-sitter is the television set. The end result of these changes for many children is isolation. Neighborhood playmates are not the same children they encounter in their classrooms. The opportunity to connect with classmates outside of school is often prohibited because of distances. Children are frequently in after school care with still another group or, in some cases, waiting at home alone for the return of a working parent.

Who do these children connect with, talk to, or learn from? As much as society is changing, many of the needs of children stay the same. In later elementary years, children naturally begin to look toward the friendship of their peer group. Indeed, the "best friend" is one of the most important people in a ten-year-old's life. As these children begin to look at the larger world, their interest in giving and serving others is aroused. The task of leaders and educators working with this age group is to tap these interests in appropriate ways. A well-structured peer program can meet a variety of these needs within the school setting, giving children the skills they need to successfully serve and at the same time increasing the sense of community and belonging so necessary to a successful school experience.

Nine-, ten-, and eleven-year-olds are not mature enough to help someone else with a problem. They can help, however, by sharing what they already know—skills that they have already mastered. As the leader of a peer group, the definitive question when planning peer activities might be, "What have these children mastered (or can master) that would be appropriate to share?" The key to the mastery is, of course, training, training, and more training. The first chapters in this book offer

activities for training that are necessary, no matter what the goals of your program. These basic skills in communication, cooperation, and understanding of self and others will provide the foundation for cross-age tutoring, peer service, or leadership projects. These fundamental skills can stand alone and provide a wonderful grounding for these children as they move into the middle and high school years. Once your peer group is well versed in these basics, tutoring—cross-age or same age—provides an enormous academic boost to both tutor and tutee. Teaching others is, indeed, the highest form of learning. For the less academically competent, tutoring a younger student can be a powerful motivator. For the academically successful student, it is a terrific reinforcer.

Leadership skills and service training are equally powerful for this age group. Offering children opportunities to lead and serve channels their boundless energy in positive ways. It is important to remember that the success that these children will experience in serving and leading will be in direct proportion to the training, practice, and preparation they have had prior to performing any given task. This type of peer program is unique in that it offers children opportunities to connect with others in ways they may not have experienced before. There are the extrinsic rewards that are part of this kind of experience—the warm letter of gratitude from a grateful pen-pal or the applause of an excited audience. There are also the intrinsic rewards of discovering new abilities or a "fit" for a child's personal talents. For example, the class clown may find a "fit" as a puppeteer. A shy and quiet girl may discover that she is very good at leading younger children in games.

Whatever the intent of your program, start small. Make your first year in peer programming manageable. Focus on one goal and experience the success of reaching that goal. Not only will that success inspire you, it will also help you gain the support of your colleagues and administrators. Peer programs at all grade levels need to be supervised and controlled. For you that means having the support of other involved adults. How can you accomplish a cross-age tutoring program with-

out the cooperation of administrators and other teachers? Training, too, is vital to success. It takes time for elementary students to master new skills. Many of the activities in *TLC: Tutoring, Leading, Cooperating* should be practiced two or more times to ensure adequate understanding.

Evaluation is another important piece of a successful peer program. In *Tutoring, Leading, Cooperating,* we offer process questions at the end of each activity. These questions will allow you to quickly assess the level of understanding reached during a particular activity. More comprehensive as both a process and outcome evaluation tool is the friendship album. Students keep a portfolio of work accomplished over the course of the peer class. The friendship album offers students the opportunity to reflect and leaders to evaluate throughout the peer program. Portfolios give the student a picture of what he or she has accomplished and the leader a picture of what the student can do as a peer. This information will help you to more appropriately place the student in a beneficial work setting. At the end of the class, samples of work can be displayed in celebration of the students' accomplishments. And, indeed, there will be much to celebrate.

When you empower children with skills and build their self-esteem by offering them opportunities to help, participate, and serve, you markedly reduce the risk that they will engage in self-destructive behavior in later years. You are offering them the opportunity to connect with their school and their peers in positive ways. You are providing them with a reserve of skills and knowledge that they can draw from during the challenging years of middle and high school. As exciting as this prospect is to think about, it is still more exciting and rewarding to do. We wish you well.

Bibliography

Ames, L., Ilg, F., & Baker, S.M. (1980). *Your ten- to fourteen-year-old*. New York: Delacorte Press.

Foster, E.S. (1992). *Tutoring: Learning by helping* (revised edition.) Minneapolis, MN: Educational Media Corporation.

Gessell, A., & Ilg, F. (1946). *The child from five to ten*. New York: Harper and Row.

Johnson, D.W., Johnson, R.T., & Johnson Holibec, E. (1990). *Circles of learning: Cooperation in the classroom* (third edition). Edina, MN: Interaction Book Company.

Myrick, R.D., & Bowman, R.P. (1981). *Becoming a friendly helper: A handbook for student facilitators*. Minneapolis, MN: Educational Media Corporation.

Myrick, R.D., & Bowman, R.P. (1981, 1991). *Children helping children: Teaching students to become friendly helpers*. Minneapolis, MN: Educational Media Corporation.

TLC

Tutoring • Leading • Cooperating:

Training Activities for Elementary School Students

by

By experiencing the training activities in this book, your students can learn to use **TLC** to help others. In this case, **TLC** stands for:

Tutoring: Your students will learn how to understand the feelings of others, give clear directions and feedback, and give special help to students who are learning and practicing skills.

Leading: Leaders have confidence in their own abilities. Your students will develop this confidence, learn how to make decisions, and how to work effectively with others.

Cooperating: Whether your students are leaders or players, cooperation is an important skill. Your students will learn how to cooperate with others, and how to encourage others to cooperate with them.

The training activities will help all of your students with their interpersonal relationships, as well as prepare them for a variety of helping roles. Students are asked to create a friendship album and to keep track of their reactions to all of the learning experiences in this program. Students serving others as peer helpers or tutors, will appreciate their own copy of this resource book.

ISBN 0-932796-48-6

9 780932 796486

BEST COPY AVAILABLE